

## LAKE VIEW HIGH

P.O. Box 624  
Lake View, SC 29563

**GRADES** 8-12 High School

**ENROLLMENT** 353 Students

**PRINCIPAL** Edison Arnette 843-759-3009

**SUPERINTENDENT** Stephen Laird 843-759-3001

**BOARD CHAIR** Earl Gleason, Jr. 843-464-2288

## THE STATE OF SOUTH CAROLINA

### ANNUAL SCHOOL REPORT CARD

# 2004

#### ABSOLUTE RATING:

**GOOD**

Absolute Ratings of High Schools with Students like Ours

**Excellent****Good****Average****Below Average****Unsatisfactory**

5

10

3

1

0

#### IMPROVEMENT RATING:

**EXCELLENT**

#### ADEQUATE YEARLY PROGRESS:

**YES**

This school met 5 out of 5 objectives. The objectives included performance and participation of students in various groups and student attendance rate.

#### SOUTH CAROLINA PERFORMANCE GOAL

By 2010, South Carolina's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

**FOR MORE INFORMATION, VISIT WEBSITES AT:**

**WWW.MYSCSCHOOLS.COM**

**WWW.SCEOC.ORG**

**PERFORMANCE TRENDS OVER 4-YEAR PERIOD**

	<b>Absolute Rating</b>	<b>Improvement Rating</b>	<b>Adequate Yearly Progress</b>
<b>2001</b>	Average	Excellent	N/A
<b>2002</b>	Unsatisfactory	Unsatisfactory	N/A
<b>2003</b>	Average	Excellent	No
<b>2004</b>	Good	Excellent	Yes

**DEFINITIONS OF DISTRICT RATING TERMS**

- Excellent - District performance substantially exceeds the standards for progress toward the 2010 SC Performance Goal
- Good - District performance exceeds the standards for progress toward the 2010 SC Performance Goal
- Average - District performance meets the standards for progress toward the 2010 SC Performance Goal
- Below Average - District is in jeopardy of not meeting the standards for progress toward the 2010 SC Performance Goal
- Unsatisfactory - District performance fails to meet the standards for progress toward the 2010 SC Performance Goal

**HIGH SCHOOL ASSESSMENT PROGRAM (HSAP) EXAM PASSAGE RATE: SECOND YEAR STUDENTS**

	<b>Our School</b>			<b>High Schools with Students Like Ours</b>		
<b>Percent</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>	<b>2004</b>	<b>2005</b>	<b>2006</b>
<b>Passed 2 subtests</b>	78.1	N/A	N/A	69.7	N/A	N/A
<b>Passed 1 subtest</b>	10.9	N/A	N/A	15.4	N/A	N/A
<b>Passed no subtests</b>	10.9	N/A	N/A	20.4	N/A	N/A

**EXIT EXAM PASSAGE RATE BY SPRING 2004**

	<b>Our School</b>	<b>High Schools with Students Like Ours</b>
<b>Percent</b>	81.8%	94.4%

**ELIGIBILITY FOR LIFE SCHOLARSHIP**

<b>Percent of</b>	<b>Our School</b>	<b>High Schools with Students Like Ours</b>
<b>Seniors eligible for LIFE Scholarships at four-year institutions*</b>	4.5	6.6
<b>Seniors who met the SAT/ACT requirement</b>	4.5	7.1
<b>Seniors who met the grade point average</b>	43.9	36.3

\*Using only the SAT/ACT and grade point average requirements

**GRADUATION RATE**

	<b>Our School</b>	<b>High Schools with Students Like Ours</b>
<b>Number of Students</b>	68	144
<b>Number of Diplomas</b>	61	106
<b>Rate</b>	89.7%	74.5%

**PERFORMANCE BY STUDENT GROUPS**

	Exit Exam Passage Rate by Spring 2004		Eligibility for LIFE Scholarship		Graduation Rate		
	n	%	n	%	n	%	Met State Objective
All Students	66	81.8	66	4.5	68	89.7	YES
<b>Gender</b>							
Male	39	76.9	38	7.9	39	84.6	N/A
Female	27	88.9	28	0.0	29	96.6	N/A
<b>Racial/Ethnic Group</b>							
White	25	92.0	26	3.8	26	100.0	N/A
African-American	40	75.0	39	5.1	41	82.9	
Asian/Pacific Islander	0	N/A	0	N/A	0	N/A	N/A
Hispanic	1	I/S	1	I/S	1	I/S	N/A
American Indian/Alaskan	0	N/A	0	N/A	0	N/A	N/A
<b>Racial/Ethnic Group</b>							
Non disabled	64	84.4	63	4.8	63	93.7	N/A
Disabilities other than speech	2	I/S	3	I/S	5	40.0	N/A
<b>Migrant Status</b>							
Migrant	0	N/A	0	N/A	0	N/A	N/A
Non-migrant	66	81.8	66	4.5	N/A	N/A	N/A
<b>English Proficiency</b>							
Limited English Proficient	0	N/A	0	N/A	0	N/A	N/A
Non-Limited English Proficient	66	81.8	66	4.5	67	89.6	N/A
<b>Socio-Economic Status</b>							
Subsidized meals	42	81.0	41	2.4	43	86.0	N/A
Full-pay meals	24	83.3	25	8.0	25	96.0	N/A

**Abbreviations for Missing Data**

**N/A** Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

**HSAP PERFORMANCE BY GROUP**

	<i>Enrollment 1<sup>st</sup> Day of Testing</i>	<i>% Tested</i>	<i>% Below Basic</i>	<i>% Basic</i>	<i>% Proficient</i>	<i>% Advanced</i>	<i>% Proficient and Advanced (adj.)</i>	<i>Performance Objective Met</i>	<i>Participation Objective Met</i>
<b>English/Language Arts - State Performance Objective = 33.3%</b>									
All Students	65	100.0	16.9	33.8	27.7	21.5	50.8	YES	YES
<b>Gender</b>									
Male	32	100.0	15.6	43.8	28.1	12.5	40.6	N/A	N/A
Female	33	100.0	18.2	24.2	27.3	30.3	60.6	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	30	100.0	N/A	26.7	40.0	33.3	73.3	I/S	I/S
African-American	34	100.0	29.4	41.2	17.6	11.8	32.4	I/S	I/S
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	59	100.0	13.6	33.9	30.5	22.0	54.2	N/A	N/A
Disabled	6	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Migrant Status</b>									
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	65	100.0	16.9	33.8	27.7	21.5	50.8	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	64	100.0	15.6	34.4	28.1	21.9	51.6	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	39	100.0	28.2	38.5	25.6	7.7	33.3	I/S	I/S
Full-pay meals	26	100.0	N/A	26.9	30.8	42.3	76.9	N/A	N/A
<b>Mathematics - State Performance Objective = 30.0%</b>									
All Students	65	100.0	15.4	33.8	36.9	13.8	63.1	YES	YES
<b>Gender</b>									
Male	32	100.0	15.6	40.6	34.4	9.4	62.5	N/A	N/A
Female	33	100.0	15.2	27.3	39.4	18.2	63.6	N/A	N/A
<b>Racial/Ethnic Group</b>									
White	30	100.0	3.3	30.0	43.3	23.3	80.0	I/S	I/S
African-American	34	100.0	26.5	35.3	32.4	5.9	47.1	I/S	I/S
Asian/Pacific Islander	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
Hispanic	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
American Indian/Alaskan	0	N/A	N/A	N/A	N/A	N/A	N/A	I/S	I/S
<b>Disability Status</b>									
Not Disabled	59	100.0	8.5	37.3	40.7	13.6	67.8	N/A	N/A
Disabled	6	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
<b>Migrant Status</b>									
Migrant	0	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Non-Migrant	65	100.0	15.4	33.8	36.9	13.8	63.1	N/A	N/A
<b>English Proficiency</b>									
Limited English Proficient	1	I/S	I/S	I/S	I/S	I/S	I/S	I/S	I/S
Non-Limited English Proficient	64	100.0	15.6	32.8	37.5	14.1	62.5	N/A	N/A
<b>Socio-Economic Status</b>									
Subsidized meals	39	100.0	25.6	41.0	28.2	5.1	48.7	I/S	I/S
Full-pay meals	26	100.0	N/A	23.1	50.0	26.9	84.6	N/A	N/A

**Abbreviations for Missing Data**

N/A Not Applicable N/AV Not Available N/C Not Collected N/R Not Reported I/S Insufficient Sample

**DEFINITION OF ADEQUATE YEARLY PROGRESS**

As required by the United States Department of Education, adequate yearly progress specifies that the statewide target is met for All Students and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency.

**SCHOOL PROFILE**

	<b>Our School</b>	<b>Change from Last Year</b>	<b>High Schools with Students Like Ours</b>	<b>Median High School</b>
<b>Students (n= 353)</b>				
Retention rate	0.3%	Down from 0.6%	10.2%	9.1%
Attendance rate	95.9%	Up from 95.1%	95.9%	96.0%
Eligible for gifted and talented	1.0%	Down from 3.2%	2.2%	5.8%
With disabilities other than speech	9.5%	Up from 9.3%	13.8%	12.7%
Older than usual for grade	10.2%	Up from 9.0%	12.4%	9.8%
Out-of-school suspensions or expulsions for violent &/or criminal offenses	0.3%	Down from 0.8%	1.3%	1.6%
Enrolled in AP/IB programs	2.2%	Down from 6.0%	5.2%	10.2%
Successful on AP/IB exams	N/AV		45.5%	53.8%
Annual dropout rate	1.8%	Up from 0.4%	2.7%	2.7%
Career/technology students in co-curricular organizations	20.1%	Down from 28.5%	4.0%	3.6%
Enrollment in career/technology center courses	201	Up from 179	429	466
Students participating in worked-based experiences	48.9%	Down from 55.6%	21.1%	25.7%
Career/technology students mastering core competencies	77.7%	Down from 78.0%	74.6%	77.7%
Career/technology completers placed	N/A	N/A	100.0%	99.3%
<b>Teachers (n= 22)</b>				
Teachers with advanced degrees	40.9%	Up from 34.8%	47.1%	52.0%
Continuing contract teachers	90.9%	Up from 78.3%	79.4%	82.1%
Highly qualified teachers**	100.0%	N/A	87.5%	89.5%
Teachers with emergency or provisional certificates	9.5%		11.4%	8.6%
Teachers returning from previous year	86.7%	Up from 82.8%	82.2%	86.2%
Teacher attendance rate	96.1%	Down from 96.3%	95.5%	95.3%
Average teacher salary	\$39,239	Up 6.5%	\$39,239	\$41,060
Prof. development days/teacher	17.3 days	Up from 14.6 days	10.5 days	10.6 days
<b>School</b>				
Principal's years at school	13.0	Up from 12.0	3.0	3.0
Student-teacher ratio in core subjects	21.2 to 1	N/R	24.1 to 1	26.4 to 1
Prime instructional time	89.6%	Up from 88.5%	89.6%	90.0%
Dollars spent per pupil*	\$6,897	Up 7.0%	\$6,475	\$6,310
Percent of expenditures for teacher salaries*	48.2%	Down from 51.7%	56.2%	57.9%
Opportunities in the arts	Poor	No change	Excellent	Excellent
Parents attending conferences	63.4%	Up from 47.9%	84.0%	89.3%
SACS accreditation	No	No change	Yes	Yes
Character development program	Below Average	N/A	Good	Good

\* Prior year audited financial data are reported.

	<b>Our District</b>	<b>State</b>
Highly qualified teachers in low poverty schools**	N/A	92.0%
Highly qualified teachers in high poverty schools**	N/A	91.1%
	<b>State Objective</b>	<b>Met State Objective</b>
Highly qualified teachers in this school**	65.0%	Yes
Student attendance in this school	95.3%	Yes

\*\*NOTE: The verification process was not completed for the year reported; therefore the count of highly qualified teachers may not be accurate.

**Abbreviations for Missing Data**

**N/A** Not Applicable   **N/AV** Not Available   **N/C** Not Collected   **N/R** Not Reported   **I/S** Insufficient Sample

**REPORT OF PRINCIPAL AND SCHOOL IMPROVEMENT COUNCIL**

Lake View High School is excited about the potential of our youth, school, and community. We are encouraged by the local, state, and national recognition that individual teachers and students have received based on merit and effort. Our students continue to show character in their daily lives and a desire to meet the challenges of post-secondary education or of the workforce.

This past school year, our faculty and staff continued the commitment to providing our students with the best education possible by participating in continuous professional development. Professional development included state, local, and school-based opportunities for developing teacher skills for a standards-based approach to instructional delivery. Our "learning communities" established faculty discussion groups which led to more powerful standards-based classroom lessons based on research. Participation in workshops, seminars, and other staff development opportunities helped strengthen skills and reinforce our commitment to excellence. Emphasis was placed daily on acceleration of student skills to provide each student the best opportunity for finding success in the classroom and on standardized testing. Enrichment programs provided opportunity for strengthening specific deficiencies in student skills. Our Curriculum Mapping project will provide a teacher and parent friendly program for defining and strengthening our curriculum.

Although our school was recognized as Palmetto Gold for test score improvement, obstacles continue to exist in our school and district. Financial concerns, student apathy, parent involvement, teacher recruitment, inconsistent progress with test scores, and meeting the provisions of the federal No Child Left Behind Act are all identified as addressable issues by our surveys. Each provides a challenge that must be overcome to ensure that each child receives a quality education.

To provide each of our students the highest quality of education, the strengths and skills of all stakeholders, including students, parents, teachers, and community members, must be harnessed and directed accordingly. Lake View High School is committed to provide a quality education which rewards our community with citizens with the skills to be productive additions to society.

Edison Arnette, Principal

Chad Huggins, School Improvement Council Chair

**EVALUATIONS BY TEACHERS, STUDENTS, AND PARENTS**

	Teachers	Students*	Parents*
Number of surveys returned	22	68	19
Percent satisfied with learning environment	86.4%	77.9%	73.7%
Percent satisfied with social and physical environment	90.5%	82.1%	68.4%
Percent satisfied with home-school relations	59.1%	72.7%	57.9%

\*Only eleventh grade students and their parents were included. For schools without grade 11, only the highest grade was included.